



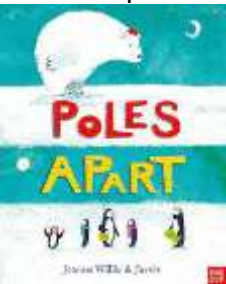
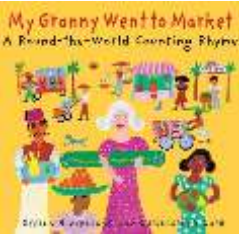
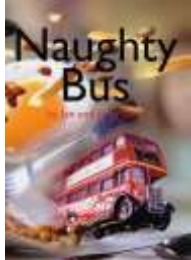
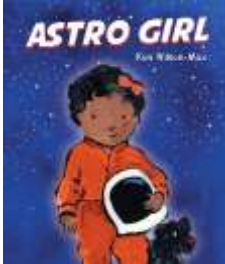





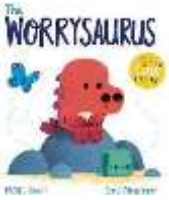




Hazelwood Reception Long Term Plan



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All About Me	All Around the World	Our Community	Out of this World	We are going Wild!	Mad About Minibeasts
Key Dates Trips Experiences	INSET Friday 1st September 16 th October: Multicultural week Transition Plant Daffodils	INSET Monday 30th October INSET Monday 27th November 18 th Dec Festival of Lights 'Nursery Rhyme Week' Sing Christmas songs to parents	Visit local Library Visitors from our Community Special Family Assembly Post a letter	8 th March Mental health & Wellbeing week Deliver Daffodils to the community	Polling Day 2 nd May INSET Friday 3 rd May Bank Holiday 6 th May Animals in school	17 th June Sports week INSET Monday 24th June Trip to Broomfield
Core Texts	<p>The Kissing Hand</p>  <p>The Colour Monster Goes To School</p>  <p>The dot</p>  <p>Three Billy Goats Gruff</p> 	<p>Lost and Found</p>  <p>Poles Apart</p>  <p>Granny goes to market</p>  <p>The Christmas Story</p>	<p>Mog and the V.E.T</p>  <p>Naughty Bus</p>  <p>Emergency!</p> 	<p>The Way Back Home</p>  <p>Astro Girl</p>  <p>On the Moon</p> 	<p>Somebody Swallowed Stanley</p>  <p>The Ugly Five</p>  <p>No Dinner</p> 	<p>Mad About Minibeasts</p>  <p>The Bad Tempered Ladybird</p>  <p>Yucky Worms</p>  <p>transition- Worrysausurs</p> 

Stories Linked	I am perfectly designed The Colour Monster The Gigantic Turnip Little Red Riding Hood	Hello Atlas All are welcome here And Tango Makes Three The Ghanaian Goldilocks	The Train Ride Topsy and Tim go to the dentist The Jolly Postman	Aliens Love Underpants Look Up Whatever Next Suzy Orbit Astronaut	Am I yours? The Koala Who Could Surprising Sharks The Snail and the Whale	Superworm Norman the slug with the silly shell Aaaarrggghhh spider The Cautious Spider
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COMMUNICATION AND LANGUAGE Listening, Attention and Understanding Speaking	<p style="text-align: center;">COMMUNICATION AND LANGUAGE EYFS Statutory Framework (2021): Educational Programme</p> <p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>		
	<ul style="list-style-type: none"> ● Listening to stories carefully ● Listening to simple instructions then doing ● Maintaining attention during Carpet sessions for 10/12 ● Using talk to share experiences ● Tring to use new vocabulary in play ● Using vocabulary to link things ● Developing social phrases 	<ul style="list-style-type: none"> ● Listen attentively in a range of situations. ● maintain attention for around 15 minutes during an adult-led carpet session ● listen in a group and talk about what I have heard. ● beginning to understand a simple joke ● Understand meaning of new vocabulary given ● Asking and answering question ● Use past, present and future tenses ● Use words first & next when retelling a story ● Making up narratives when role playing ● Describe events in some detail 	<ul style="list-style-type: none"> ● Listening attentively and responding to what they hear with relevant answers in a range of situation ● Making comments and asking questions to clarify their understanding. ● Holding conversation - back-and forth exchanges. ● Participate in discussions, offering their own ideas, ● Offering explanations for why things might happen ● Expressing ideas and feelings using full sentences, ● Using of past, present and future tenses correctly ● Using of conjunctions

PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT
EYFS Statutory Framework (2021): Educational Programme

Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the **important attachments** that shape their social world. **Strong, warm and supportive relationships** with adults enable children to learn how to **understand their own feelings and those of others**. Children should be **supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary**. Through **adult modelling and guidance**, they will learn **how to look after their bodies**, including **healthy eating**, and **manage personal needs** independently. Through **supported interaction with other children**, they learn how to **make good friendships, co-operate and resolve conflicts peaceably**. These attributes will provide a secure platform from which children can achieve at school and in later life.

PSED
Building Relationships
Managing Self
Self-Regulation

- Talking to adults and other children
- Talking about likes (play or do)
- Asking other to play
- Taking turns, with adult support,
- Keeping to most rules and boundaries of the classroom.
- Showing some confidence to try new activities.
- Communicating needs verbally (toilet, hurt, upset)
- Managing own personal needs (Putting coat on and zipping up, washing hands, going to the toilet)
- Understanding the need to take risks in order to build resilience.
- Share with some support
- **Maintaining attention to what adult says**
- **Following. 2 step instructions**
- **Recognise and understanding a range of own feelings**

- Holding back and forth conversations, listening to ideas of peers and responding
- Showing empathy simple ways
- Showing understanding of someone else’s perspective in discussion
- Taking turns without support
- Dress and undress independently.
- Understanding and discussing consequences of behaviour
- Resilience and perseverance when something is challenging.
- Working on short activities independently
- Understanding of belong to a community and that people belong to different communities, (links with UW)
- **Linking events (stories & real life) with feelings & discussing**
- **Waiting with increased patience**

- Working and playing cooperatively and take turns with others.
- Showing sensitivity to their own and to others’ needs.
- Confidence to try new activities and showing independence,
- Knowing reasons for rules, know right from wrong and behaving accordingly.
- Understanding the importance of healthy food choices.
- **Understanding own & others feelings and regulating behaviour accordingly.**
- **Setting and working towards simple goals**
- **Waiting for what they want and control their immediate impulses**
- **Giving focused attention what is said to them and responding appropriately even when engaged in activity**
- **Following instructions involving several ideas or actions.**

Values

Respect



Ways to show respect: scenarios and role play
being polite

Kindness



Good friends
Expectations

Resilience



How can we get better at something?
Never giving up

Ambition



When I’m older, I would like to be...
aims

Creativity



Nature walk: create a story with what you find
imagine, imagination

Teamwork



Team scavenger hunt (find 2 things that are blue...)
Working together

PSHE (SCARF)
(Also Links to Understanding the World)

Me and My Relationships

- All about me
- What makes me special
- Me and my special people
- Who can help me?
- My feelings
- My feelings (2)

Valuing Difference

- I’m special, you’re special
- Same and different
- Same and different families
- Same and different homes
- I am caring
- I am a friend

Keeping Safe

- What’s safe to go onto my body
- Keeping Myself Safe - What’s safe to go into my body (including medicines)
- Safe indoors and outdoors
- Listening to my feelings
- Keeping safe online
- People who help to keep me safe

Rights and Respect

- Looking after my special people
- Looking after my friends
- Being helpful at home and caring for our classroom
- Caring for our world
- Looking after money (1): recognising, spending, using
- Looking after money (2): saving money and keeping it safe

Being my Best

- Bouncing back when things go wrong
- Yes, I can!
- Healthy eating
- My healthy mind
- Move your body
- A good night’s sleep

Growing and Changing

- Seasons
- Life stages - plants, animals, humans
- Life Stages: Human life stage - who will I be?
- Where do babies come from?
- Getting bigger
- Me and my body - girls and boys

Linked Texts	<i>Dogger</i> by Shirley Hughes	<i>The Great Big Book of Families'</i> by Mary Hoffman			<i>Rosie Revere, Engineer</i> book by Andrea Beaty	<i>Once There Were Giants</i> by Martin Waddell <i>You'll Soon Grow into Them,</i> <i>Titch</i> by Pat Hutchins <i>There's a House Inside my</i> <i>Mummy</i> by Andreae Giles
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PHYSICAL DEVELOPMENT

EYFS Statutory Framework (2021): Educational Programme

Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences **develop incrementally** throughout early childhood, **starting with sensory explorations** and the development of a child’s **strength, co-ordination and positional awareness** through **tummy time, crawling and play movement with both objects and adults**. By creating games and providing opportunities for play both **indoors and outdoors**, adults can support children to **develop their core strength, stability, balance, spatial awareness, co-ordination and agility**. Gross motor skills provide the foundation for developing **healthy bodies and social and emotional well-being**. Fine motor control and precision helps with **hand-eye co-ordination**, which is later **linked to early literacy**. **Repeated and varied opportunities** to explore and play with **small world activities, puzzles, arts and crafts** and the **practice of using small tools**, with **feedback and support from adults**, allow children to **develop proficiency, control and confidence**.

Physical Development
Gross Motor
Fine Motor

- Moving in different ways
- Chasing/ running games
- Stopping self from bumping in to others
- Jump from apparatus and landing on 2 feet
- How to sit properly for writing
- Pushing, patting, throwing, catching & kicking
- Forming some recognisable letters independently.
- Drawing.
- Using small tweezers to pick up small items
- Use different tools (scissors, paintbrushes, pens, hammers or bricks) to make things.

- Confidence traveling round, under, over and through balancing and climbing equipment
- Skipping and hopping
- Grasping and releasing with two hands (throw and catch a ball).
- Fluency in movement when moving around a space
- Forming recognisable letters independently
- Managing own buttons and zip when dressing/undressing
- Use a variety of tools with some accuracy.
- Throwing and catching smaller balls (aiming)

- Negotiating space and obstacles safely
- Strength, balance and coordination
- Moving energetically - running, jumping, dancing, hopping, skipping and climbing.
- Hold a pencil effectively using the tripod grip
- Using small tools - scissors, paintbrushes and cutlery with more confidence and accuracy
- Accuracy and care when drawing.

Physical Development
Gross Motor
(PE session)

Body management: “I can travel on different parts of my body”
Games: Focusing on moving with control and co-ordination.

Dance: Nursery rhymes
Games: Focus on sending skills, rolling activities

Body management: “I can balance on different parts of my body”
Games: Focus on aiming activities

Dance: Poem/ text/ character
Games: Focus on throwing and catching activities

Body management: “I can travel on different parts of my body to make a sequence”
Games: Focus on kicking and dribbling activities

Dance: Set dance to a known song
Games: Focus on striking activities

LITERACY

EYFS Statutory Framework (2021): Educational Programme

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)

<p>Comprehension</p>	<p>Sharing high-quality stories and poems & attention to high-quality language with children through <u>daily-story time</u> and <u>Focus text</u></p> <ul style="list-style-type: none"> Recapping/Retrieving 5 key concepts of print <ol style="list-style-type: none"> print has meaning the names of the different parts of a book print can have different purposes page sequencing we read English text from left to right and from top to bottom) Talking about key events in stories. Talking about the stories using some new vocabulary Sharing a range of stories, rhymes, poems and fact books. 		<p>Sharing high-quality stories and poems & attention to high-quality language with children through <u>daily-story time</u> and <u>Focus text</u></p> <ul style="list-style-type: none"> Sequencing a familiar story using images and objects. Re-telling a story to another person using the book or images. Making simple predictions Using the language from a story within role play and discussions 		<p>Sharing high-quality stories and poems & attention to high-quality language with children through <u>daily-story time</u> and <u>“hooked by books” text</u></p> <ul style="list-style-type: none"> Retelling stories and narratives using town words and recently introduced vocabulary Anticipating key events in stories. Using and understanding new vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play 	
<p>Phonics Word Reading</p>	<ul style="list-style-type: none"> Hearing initial sounds in words. Orally blending and segmenting CVC words Matching most Phase 2 Phonemes to the Graphemes Beginning to blend CVC words Recognising own name. 		<ul style="list-style-type: none"> Match all phase 2 and some phase 3 sounds to their graphemes Blending VC/CVC words Common exception words from Phase 2/3 Beginning to read simple sentences and phrases matched to phonic knowledge 		<ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words 	
<p>Writing</p>	<ul style="list-style-type: none"> Forming using recognisable letters (linking to sounds learnt so far). Writing name and sometimes words like ‘mum’ that have meaning Beginning to use initial sounds in writing Drawing representation of a person/ picture 		<ul style="list-style-type: none"> Forming all letters of the alphabet correctly Link all phase 2 phoneme to grapheme Segmenting sounds and writing CVC words that can be read by others Attempt to write simple captions/sentences 		<ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Apply some phase 3 sounds to writing Write simple phrases and sentences that can be read by others. 	
<p>Little Wandle Letters and sounds revised Phase 2 - 4</p>	<p>Recap Phase 1 (First 2 weeks)</p> <p>Phase 2 sounds: s a t p i n m d g o c k c k u e r</p> <p>Initial sounds, oral blending and segmenting</p>	<p>Phase 2 Sounds: Ff ll ss j v w x y z zz qu ch sh th ng nk</p> <p>Words with s /s/ added at the end (hats, sits)</p> <p>Words ending: s /z/ (his) and with s /z/ added at the end (bags)</p>	<p>Phase 3 Sounds: ai ee igh oa oo <u>oo</u> ar or ur ow oi ear air er</p> <p>Words with double letters: dd mm tt bb rr gg pp ff</p>	<p>Review Phase 3 Sounds Words with double letters Words with two or more digraphs</p> <p>Words ending in –ing Compound words Words with s in the middle /z/ s Words ending –s Words with –es at the end /z/</p>	<p>Phase 4: Short vowels CVCC CCVC CCVCC CCCVC CCCVCC</p> <p>Longer words Compound Words Root words ending in: -ing -ed/t/ ---ed/id/ /ed/ -est</p> <p>Reading and writing sentences</p>	<p>Phase 4: Long vowel sounds CVCC CCVC CCVC CCCVC CCV CCVCC</p> <p>Words ending –s/s/ -s/z/ -es</p> <p>Root words ending in : -ing -ed/t/ -ed/id/ /ed/ -ed/d/ Phase 4 words ending in: -s/s/ -s/z/ -es</p>

		Blending and segmenting CVC words	Reading and writing sentences Blending and segmenting	Reading and writing sentences Blending and segmenting	Blending and segmenting	Reading and writing sentences Blending and segmenting
Tricky words	is I The	: put pull full as and has his her go no to into she push he of we me be	was you they my by all are sure pure	Recap all tricky words	said so have like some come love do were here little says there when what one out today	Recap all tricky words

MATHS

EYFS Statutory Framework (2021): Educational Programme

Developing a **strong grounding in number** is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to **count confidently**, develop a **deep understanding of the numbers to 10**, the **relationships between them and the patterns within those numbers**. By providing **frequent and varied opportunities** to build and apply this understanding - such as using **manipulatives**, including small pebbles and tens frames for organising counting - children will **develop a secure base of knowledge** and **vocabulary from which mastery of mathematics** is built. In addition, it is important that the curriculum includes **rich opportunities** for children to develop their **spatial reasoning** skills across all areas of mathematics including **shape, space and measures**. It is important that children develop **positive attitudes and interests in mathematics**, **look for patterns and relationships**, **spot connections**, **'have a go'**, **talk to adults** and peers about **what they notice and not be afraid to make mistakes**.

<p align="center">Maths Number</p>	<p>Counting</p> <ul style="list-style-type: none"> Count reliably using 1:1 correspondence to five. count by rote above 10 count things that cannot be seen, for example claps or jumps. <p>Cardinality</p> <ul style="list-style-type: none"> Recognise numerals in the environment such as my door number. Recognise numerals to five and match to their quantity. Subitise to 3 Order numbers to 10. <p>Composition</p> <ul style="list-style-type: none"> beginning to understand the concept of adding and subtracting within 5. recall number bonds to 5 	<p>Counting</p> <ul style="list-style-type: none"> Count back from 10 <p>Cardinality</p> <ul style="list-style-type: none"> match the correct numeral to as group of objects from 1 – 5 and am beginning to extend that to 1 – 10. beginning to estimate and count to check. Subitise to 5 <p>Composition</p> <ul style="list-style-type: none"> Say one more or one less when you give me a group of up to 10 things. Mentally recall number bonds to 7 	<ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
<p align="center">Numerical Patterns Inc shape</p>	<p>Comparison</p> <ul style="list-style-type: none"> compare numbers and use vocabulary including more, less., Few, same as <p>Pattern</p> <ul style="list-style-type: none"> Recreate a pattern. Recognise missing numbers within a number line to five <p>Shape</p> <ul style="list-style-type: none"> name some common 2D and 3D shapes such as circle, square, cube 	<p>Comparison</p> <ul style="list-style-type: none"> know which group has got more or fewer things use vocabulary such as 'more' 'add' 'less' 'take away' equals <p>Measures</p> <ul style="list-style-type: none"> use the language of measurement to order and compare for example tall, taller, tallest talk about the routine of the day, days of the week, months of the year and beginning to understand the concept of time <p>Pattern</p> <ul style="list-style-type: none"> explore and add to patterns that have two or three repeating items for example stick, leaf, stick, leaf or stick, leaf, stone, stick, leaf, stone <p>Shape</p> <ul style="list-style-type: none"> recognise and name typical shapes. distinguish between 2D and 3D shapes. beginning to identify properties such as sides Find shapes hidden in other shapes e.g. 2 triangles in a square 	<ul style="list-style-type: none"> Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally

<p>White Rose</p>	<p>Match sort and compare</p> <ul style="list-style-type: none"> • Match object • Match pictures and objects • Identify a set • Sort objects to a type • Explore sorting Techniques • Creating sorting rules • Compare amounts <p>Talk about measure and Pattern</p> <ul style="list-style-type: none"> • Compare size • Compare mass • Compare Explore simple patterns • Copy and continue simple patterns • Create simple pattern 	<p>It's me 1,2,3</p> <ul style="list-style-type: none"> • Find 1,2,3 • Subitise 1,2,3 • Represent 1,2,3 • 1 more • 1 less • Composition of 1,2,3 <p>Circles and Triangles</p> <ul style="list-style-type: none"> • Identify and name circles and triangles • Compare circles and triangles • Shapes in the environment • Describe position <p>1,2,3,4,5</p> <ul style="list-style-type: none"> • Find 4 and 5 • Subitise 4 and 5 • Represent 4 and 5 • 1 more • 1 less • Composition of 4 and 5 • Composition of 1 - 5 <p>Shapes with 4 sides</p> <ul style="list-style-type: none"> • Identify and name shapes with 4 sides • Combine shapes with 4 sides • Shapes in the environment • My day and night 	<p>Alive in 5</p> <ul style="list-style-type: none"> • Introduce zero • Find 0 to 5 • Subitise 0 to 5 • Represent 0 to 5 • 1 more • 1 less • Composition • Conceptual subitising to 5 <p>Mass and Capacity</p> <ul style="list-style-type: none"> • Compare mass • Find a balance • Explore capacity • Compare capacity <p>Growing 6,7,8</p> <ul style="list-style-type: none"> • Find 6, 7 and 8 • Represent 6, 7 and 8 • 1 more • 1 less • Composition of 6, 7 and 8 • Make pairs-odd and even • Double to 8 (find a double) • Double to 8 (make a double) • Combine 2 groups • Conceptual subitising 	<p>Length, Height and Time</p> <ul style="list-style-type: none"> • Explore length • Compare length • Explore height • Compare height • Talk about time • Order and sequence time <p>Building 9 and 10</p> <ul style="list-style-type: none"> • Find 9 and 10 • Compare numbers to 10 • Represent 9 and 10 • Conceptual subitising to 10 • 1 more • 1 less • Composition to 10 • Bonds to 10 (2 parts) • Make arrangements of 10 • Bonds to 10 (3 parts) <p>Explore 3D shape</p> <ul style="list-style-type: none"> • Recognise and name 3-D shapes • Find 2-D shapes within 3-D shapes • Use 3-D shapes for tasks • 3-D shapes in the environment • Identify more complex patterns • Copy and continue patterns • Patterns in the environment 	<p>To 20 and beyond</p> <ul style="list-style-type: none"> • Build numbers beyond 10 (10 -13) • Continue patterns beyond 10 (10-13) • Build numbers beyond 10 (14-20) • Continue patterns beyond 10 (14-20) • Verbal counting beyond 20 • Verbal counting patterns <p>How many now?</p> <ul style="list-style-type: none"> • Add more • How many did I add? • Take away • How many did I take away? <p>Manipulate, compose and decompose</p> <ul style="list-style-type: none"> • Select shapes for a purpose • Rotate shapes • Manipulate shapes • Explain shape arrangements • Compose shapes • Decompose shapes • Copy 2-D shape pictures • Find 2-D shapes within 3-D shapes <p>Sharing and grouping</p> <ul style="list-style-type: none"> • Explore sharing • Sharing • Explore grouping • Grouping • Even and odd sharing • Play with and build doubles 	<p>Sharing and groups</p> <ul style="list-style-type: none"> • Explore sharing • Sharing • Explore grouping • Grouping • Even and odd sharing • Play with and build doubles <p>Visualise, build and map</p> <ul style="list-style-type: none"> • Identify units of repeating patterns • Create own pattern rules • Explore own pattern rules • Replicate and build scenes and constructions • Visualise from different positions • Describe positions • Give instructions to build • Explore mapping • Represent maps with models • Create own maps from familiar places • Create own maps and plans from story situations <p>Make connections</p> <ul style="list-style-type: none"> • Deepen understanding • Patterns and relationships
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UNDERSTANDING THE WORLD

EYFS Statutory Framework (2021): Educational Programme

Understanding the world involves guiding children to **make sense of their physical world and their community**. The **frequency and range of children’s personal experiences** increases their **knowledge and sense of the world around them** – from **visiting parks, libraries and museums** to **meeting important members of society** such as **police officers, nurses and firefighters**. In addition, **listening to a broad selection of stories, non-fiction, rhymes and poems** will foster their understanding of our **culturally, socially, technologically and ecologically diverse world**. As well as building **important knowledge, this extends their familiarity with words** that support understanding across domains. **Enriching and widening children’s vocabulary will support later reading comprehension**

<p align="center">UW The Natural World (Science)</p>	<p><u>Me and My Relationships</u> <i>(Humans)</i> (Linked to scarf)</p> <ul style="list-style-type: none"> Describe people who are familiar to them 	<p><u>All around the world) - Linked to Text: Lost and Found</u> <i>(Animals)</i></p> <ul style="list-style-type: none"> Name and describe animals that live in different habitats. Describe different habitats <i>Blubber experiments -How do Penguins stay warm?</i> <p align="center"><u>(Provision)</u> <i>(Forces)</i></p> <ul style="list-style-type: none"> Explore how to change how things work Explore how the wind can move objects Explore how objects move in water <i>Floating and sinking -How many plastic animals fit in the boat?</i> <p align="center"><u>(Provision)</u> <i>(Materials, including changing materials)</i></p> <ul style="list-style-type: none"> Observe, measure and record how materials change when heated and cooled Compare how materials change over time and in different conditions <i>Observe how long it takes for penguins to be rescued from ice - How quickly does ice change?</i> 	<p align="center"><u>(Provision)</u> <i>(Light)</i></p> <ul style="list-style-type: none"> Explore rainbows and shadows What objects make dark shadows? How do the sun and shade change in the day? 	<p align="center"><u>Space</u> Linked to Text: Astro Girl <i>(Earth and Space)</i></p> <ul style="list-style-type: none"> Learn about the Solar System and stars Learn about space travel 	<p><u>We are going wild!</u> Linked to Text: Surprising sharks <i>(Animals)</i></p> <ul style="list-style-type: none"> Name and describe animals that live in different habitats. Describe different habitats <p><u>Being my Best</u> <i>(Humans)</i> (Linked to scarf)</p> <ul style="list-style-type: none"> Learn about how to take care of themselves 	<p align="center"><u>Minibeasts (</u> Linked to Text: Mad about Minibeasts <i>(Living things and their habitats)</i></p> <p>Explore the plants in the surrounding natural environment</p> <ul style="list-style-type: none"> Explore the animals in the surrounding natural environment Explore plants and animals in a contrasting natural environment <p><u>Growing and changing</u> <i>(Animals & Humans)</i> (linked to scarf)</p> <p>Learn how humans change Tummy Learn about different life Cycles</p>
<p><u>Across the year - Cooking (Materials)</u></p> <p>Explore a range of materials, including natural materials Make objects from different materials, including natural materials Observe, measure and record how materials change when heated and cooled Compare how materials change over time and in different conditions</p> <p>Big questions: How does popcorn made in a microwave compare to popcorn made on a Fire? How quickly do ice cubes melt in different areas of the playground? How are pizza bases different when made with different flours? How does a loaf cook differently in different tins? How do cupcakes cook if they have different amounts of mixture?</p> <p><u>Phonics & Music Across the year - Provision (Sound)</u></p> <p>Listen to sounds outside and identify the source Make sounds</p> <p>Big questions: How does rain sound different when it lands in different containers? How does sound change when it gets closer, further away? What is making that sound?</p> <p><u>Seasons - Across the year - Provision (Seasonal changes)</u></p> <p>Play and explore outside in all seasons and in different weather Observe living things throughout the year</p> <p>Big questions: Which clothes are suitable for each season? How does a puddle change over time? How does a snowman change as it melts? How does the natural world change with the seasons?</p>						

<p>UW Past and Present (History)</p>	<p>Autumn 1: Traditional Tales Linked to Text: Gigantic Turnip</p> <p><i>Differences between life in traditional tales and today (clothes, no technology, jobs)</i></p> <ul style="list-style-type: none"> talk about the past e.g. no television, different toys/ clothes using photos and physical artefacts compare and contrast a story we have read set in the past to today – eg noting fashion and clothes 		<p>Transport Link text – The Train Ride <i>Talk about past using pictures Similarities & differences between old and new Transport (such as steam trains and driverless trains) Men and women driving transport</i></p> <ul style="list-style-type: none"> talk about the past e.g. no television, different toys/ clothes using photos and physical artefacts talk about what I have heard and seen in stories and picture books and how this is different/ the same 	<p>Space Travel Significant event - Moon Landing Significant People – Neil Armstrong, 1st human to walk on the surface of the moon Valentina Tereshkova - first woman in space Tim Peake – 1st official British astronaut to walk in Space.</p> <ul style="list-style-type: none"> use words like ‘first’ ‘next’ and ‘then’ when I am telling a story or telling someone about something I have done. talk about the past e.g. no television, different toys/ clothes using photos and physical artefacts talk about what I have heard and seen in stories and picture books and how this is different/ the same 	<p>Summer 2 Growing and changing Linked to Scarf</p> <ul style="list-style-type: none"> beginning to make sense of my own life story and my family’s history for example when looking at photographs of myself and my family 	
<p>UW People, Culture and Communities (Geography)</p>	<p>Ourselves Where do things belong in our learning environment?</p> <ul style="list-style-type: none"> Our learning environment Locating areas of learning and resources Locating places in learning environment and school <p>Locational Knowledge & Place Knowledge, Human and Physical Geography</p> <ul style="list-style-type: none"> Describe my own environment and local area <p>Geographical Skills and Fieldwork</p>	<p>All around the world Where do...live? Where in the world are my family from?</p> <ul style="list-style-type: none"> Linked to Science (Animals and their habitats) (Antarctica) Linked to places that their family’s come from a place they might have visited <p>Locational Knowledge, Place Knowledge talk about the differences in lives in other countries</p> <p>Human and Physical Geography</p> <ul style="list-style-type: none"> Describe another environment e.g. desert, Arctic etc 	<p>Our Community Who helps in the community? People who help us</p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know our school is on Hazelwood Lane in Palmers Green <p>Place Knowledge</p> <ul style="list-style-type: none"> Places important to Community -library, shops, bank, parks <p>Human and Physical Geography</p>		<p>We are going wild What is the same about...Australia? What is different?</p> <ul style="list-style-type: none"> Linked to Science (Animals and their habitats) (Australia, Africa, Oceans) <p>Locational Knowledge, Place Knowledge</p> <ul style="list-style-type: none"> talk about the differences in lives in other countries <p>Human and Physical Geography</p> <ul style="list-style-type: none"> describe another environment e.g. desert, Arctic etc similarities and differences between life in this country and life in other 	<p>Minibeast Where in school can you find minibeasts? What is on a map?</p> <p>Mapping where they find insects in the school grounds</p> <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> Create simple map (Outdoor space) Use positional language to describe Explore the natural world around them, making observations and drawing pictures of animals and plants

	<ul style="list-style-type: none"> Explore and talk about the world using what I know from stories/ non-fiction 	<ul style="list-style-type: none"> Similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> Explore Google Earth, Atlas and Globes Explore and talk about the world using what I know from stories/ non-fiction 	<ul style="list-style-type: none"> talk about my family and people in the community and their roles Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. (ELG) <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> Create simple maps (linked to interests- treasure maps, road maps) 		<p>countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps (linked to animals)</p> <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> Explore Google Earth, Atlas and Globes Explore and talk about the world using what I know from stories/ non-fiction 	
<p>UW People, Culture and Communities (RE)</p>	<p>Which stories are special and why? <u>Christianity & Islam</u> <i>Believing (F1)</i> <i>Special stories,</i> <i>Stories special to Christians,</i> <i>Stories special to Muslims</i></p>		<p>Which places are special and why? <u>Christianity & Islam</u> <i>Expressing (F3)</i> (linked to our community) <i>Where is special to me</i> <i>Special place for Christians</i> <i>Special place for Muslim</i> Visit a Church</p>		<p>What is special about our world? <u>Christianity, Islam and Judaism</u> <i>Living (F6)</i> <i>What is special about our world</i> <i>The story of creation</i> <i>story of Muhammad and the Kittens</i></p>	
<p>Technology (Computing)</p>	<ul style="list-style-type: none"> Operate simple equipment Use a remote control Use touch screen devices Knowing information can be retrieved from digital devices and the internet 		<ul style="list-style-type: none"> Keeping safe online (Linked to SCARF) Complete a simple programme interact with age-appropriate computer software Create a video recording or draw a picture on a screen 		<ul style="list-style-type: none"> Using the internet with adult supervision to find and retrieve information of interest to them. Developing digital literacy skills by being able to access, understand, and interact with a range of technologies computer, phone, camera, iPad, laptop and tv) Selecting and use technology for different purposes Begin to use a mouse pad and keyboard Knows how to cause things to happen in computer software 	

EXPRESSIVE ARTS AND DESIGN

EYFS Statutory Framework (2021): Educational Programme

The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have **regular opportunities to engage with the arts**, enabling them to **explore and play** with a **wide range of media and materials**. The **quality and variety** of what children **see, hear and participate in** is crucial for developing their **understanding, self-expression, vocabulary and ability to communicate** through the arts. The **frequency, repetition** and depth of their experiences are fundamental to their progress in **interpreting and appreciating what they hear, respond to and observe**.

<p>EAD Creating with Materials/ Being Imaginative and Expressive (ART and D&T)</p>	<ul style="list-style-type: none"> Describing what happens when media are combined Primary colours (Red, Blue, Yellow) Mixing two different colours and naming some secondary colours (purple, green, orange, pink) Choosing and naming materials that will use for picture Use bricks/ boxes to make things 	<ul style="list-style-type: none"> Choosing resources in order to make something. Adapting ideas if something doesn’t work, refine ideas and improve designs Using a variety of tools and materials to fix or join things. Safely choosing and using the correct tools for a purpose Experimenting with different materials to achieve a planned effect 	<ul style="list-style-type: none"> Safely using and exploring a variety of materials, tools and techniques Experimenting with colour, design, texture, form and function. Sharing their creations and explaining the processes used. Making use of props and materials when role playing characters in narratives and stories. 			
<p>Adult led Art opportunities</p>	<p>Autumn 1: Exploring the Power of Creativity: <i>Making Art</i> <i>Create patterned paper with the “Marbling” resource.</i> Medium: Marbling inks</p>	<p>Spring 2: Understanding Identity and Exploring Relationships: <i>Feeling connected</i> <i>Create family drawing for special person assembly</i> Medium: Pencils, Pens</p>	<p>Summer 1: Exploring the Natural World: Primal painting <i>Explore nature as a source of natural pigments. Plants are squashed and ground to produce texture and colour with which to make art.</i> Medium: Vegetables, spices, leaves, food sources</p>			
<p>Artwork/ Artists/ Designers introduced to</p>	<p>Ebru Art – Ancient paper marbling popular in Turkey and central Asia</p>	<p>Laura Arnold – Artist – self portrait Frida Kahlo</p>	<p>Andy Goldsworthy, Richard long (Land Art)</p>			
<p>Adult led DT opportunities</p>	<p>Technical skill: Textiles Product: To design and make a sock puppet User: Themselves and family Purpose: to play with at home Focused Tasks:</p> <ul style="list-style-type: none"> Explore a variety of winter-themed designs. Use a variety of techniques, i.e. sticking, stapling etc, to decorate their sock puppet. 	<p>Technical skill: Structures Product: to design and make a rocket User: Themselves Purpose: Role-play activities Focused Tasks:</p> <ul style="list-style-type: none"> Experience of rocket structure Design their own rocket and explain its features Use design to build rocket using junk modelling 	<p>Technical skill: Food & Nutrition Product: to follow recipe to make no-bake ladybird cookies User: Family Purpose: To be tasty, crunchy and ladybird like Focused Tasks:</p> <ul style="list-style-type: none"> Experience of simple recipes through play Experience of mixing, stirring, pouring ingredients through play Learn basic food hygiene practices when handling food including the importance of following instructions to control risk 			
<p>Cooking</p>	<p>Making fruit kebabs (linked to maths for pattern)</p>	<p>Making green playdough to create a Christmas tree</p>	<p>Cooking noodles</p>	<p>Creating an astronaut sandwich to take to space</p>	<p>Creating chocolate birds’ nest</p>	<p>Making ladybird biscuits</p>

EAD Creating with Materials/ Being Imaginative and Expressive (Music)	Singing & performing <ul style="list-style-type: none"> Sing a range of well-known nursery rhymes and songs. Listening and Appraising/Playing/ Improvising and composing <ul style="list-style-type: none"> Experiment and create in response to music and ideas using musical instruments Make up a simple song. 		Singing & performing <ul style="list-style-type: none"> sing a variety of songs in a group or alone use my voice in different ways (high/low, loud/quiet, fast/slow) use actions to accompany a song Listening and Appraising/Playing/ Improvising and composing <ul style="list-style-type: none"> Using imagination to make comments about music for example 'this music sounds like dinosaurs recognise different beats name some musical instruments 		Singing & performing <ul style="list-style-type: none"> Sing a range of well-known nursery rhymes and songs Listening and Appraising/Playing/ Improvising and composing <ul style="list-style-type: none"> Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 	
Music Lessons	<u>Nursery Rhymes</u> Genre: Folk Period: 17th - 20th century Tradition: nursery rhymes Experience: n/a Skills: singing Elements: tempo, structure	<u>Celebrating Christmas</u> Genre: Sacred Music Period: 14th - 20th century Tradition: carol singing Experience: Christmas Singalong Skills: performing Elements: pitch, dynamics	<u>Sounds from our environment</u> Experience: Sound walk Skills: contextualising Elements: timbre, texture	<u>Space</u> Genre: pop Period: contemporary Experience: Special Families Assembly Skills: listening Elements: silence, tempo	<u>Life on the farm</u> Genre: Folk Period: 17th - 20th century Skills: composing Elements: pitch, timbre, texture	<u>Summer</u> Genre: folk Period: 17th - 20th century Experience: Class Assembly Skills: notating Elements: duration, pitch
Assessment Opportunities	<ul style="list-style-type: none"> Moderation of Baseline Data to ensure starting points are secure Data inputted into scholar pack 3 times a year Baseline (Autumn 1), Mid-Point (Spring 1) and End Point (Summer 2) Regular Moderation with team term Regular Progress meetings every term with team to discuss gaps and the adaptations to provision and support needed to close them Cluster meeting and moderation with other schools throughout the year 					
Unique child	<ul style="list-style-type: none"> Every child has 2 focus weeks a year where teachers follow the child's interests and individual needs Children have free flow access to enabling indoor and outdoor environments for child-initiated learning through play 					
Parent Partnership	Staggered Start Parent Home visits / Parents Evening Tapestry	Tapestry Parents evening Sing songs to parents	Tapestry Parent in class to talk about jobs Post a letter	Tapestry Special Family Assembly	Tapestry Parents in class to share stories	Tapestry Trip to Broomfield